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ABSTRACT

The Nebraska University Secondary Teacher Education Program (NUSTEP) incorporates educational equity concepts through a four-phased, theory-to-practice performance- and field-based teacher training program. The program was developed by college faculty, resource personnel in educational equity, and staff representatives from the Lincoln Public Schools. A content, activity, and resource file in each major equity area was prepared for professors to use with their students throughout the program. Performance criteria in each equity area were developed as well as an evaluation design in which data on student pre- and post-course attitudes and knowledge would be collected. The third phase of NUSTEP concentrated on teacher concepts and behaviors, and it was during the third phase that one week was set aside to deal exclusively with educational equity, specifically, sex fairness, mainstreaming, and multicultural education. Equity Week was designed along the lines of a mini-conference inservice workshop. The objectives for this week were to have preservice teachers: (1) become more sensitive to their own values and feelings on educational equity; (2) demonstrate knowledge of the legal responsibilities of teachers in relation to Title IX, Public Law 94-142, and the Civil Rights Act of 1964; (3) become aware of the teacher's roles when incorporating educational equity in their classrooms; and (4) become aware of materials and resources available on educational equity and how to incorporate them into classroom activities. Positive gains were achieved as measured by tests of students' attitudes and knowledge about mainstreaming and multicultural education and, to a lesser extent, sex equity. There is a proposal in the Lincoln Public Schools to have first year inservice teachers participate in future Equity Week programs. (JD)

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IMPLEMENTING EDUCATIONAL EQUITY PRACTICES IN A FIELD-BASED TEACHER EDUCATION PROGRAM: SOME PROMISING PRACTICES

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Implementing governmental recommendations concerning educational equity issues has manifested itself in several ways in teacher training programs. Some colleges (and state departments) have added courses to meet human relation needs for multicultural education; others have added courses in special education in order to train regular educators to meet mainstreaming dictates (P.L. 94-142). On the surface, Title IX implications appeared to affect athletic programs and hiring practices, however, sex equity practices are also now a mandated part of many teacher training programs. A few colleges have attempted to incorporate the governmental mandates in educational equity by integrating equity concepts and practices into existing programs. This has been the case at the University of Nebraska-Lincoln, and the purpose of this paper is to describe how this process manifested itself in the Nebraska University Secondary Teacher Education Program (NUSTEP).

NUSTEP is a four-phased, theory-to-practice performance and field-based thirty credit hour teacher training program. Phase one deals with introductory activities; phase two concentrates on adolescent growth and development and introduces trainees to the schools vis-a-vis a coordinated field experience; phase three concentrates on the concepts and behaviors of teachers, is a one-half day block in which students get involved with teaching methods, learning theory, and curriculum along with a coordinated practicum; and phase four is the extended practicum experience (similar to student teaching), along with a continuing seminar which deals with professional issues as well as provide time for students to reflect on teaching and their

reactions and beliefs concerning teaching.

It was felt, by many faculty members and others, that NUSTEP had many activities, concepts and practices on-going in an already too small time allotment. The task, as mandated by Title IX, P.L. 94-142, and the Civil Rights Act of 1964, became one of identifying how and when to integrate equity concepts and practices into a program that appeared to have little room left for additional activities. Additionally, although faculty members were generally aware of the need to integrate equity practices into the program, few were skilled in all of the necessary teaching practices required in identifying and eliminating sex bias in their content area materials, acquainted with all of the ramifications of mainstreaming handicapped youngsters in the classroom, and helping preservice students deal with a pluralistic classroom and school.

Collaboration in Equity Program Development

Fortunately, with the NUSTEP field-based program, a collaborative and very cooperative relationship had been developed with the Lincoln Public Schools. The schools were faced with a similar educational equity problem, but had to develop a program for practitioners at the inservice level. The NUSTEP Advisory Board, the policy making group which included public school and university people, asked the NUSTEP director to establish a cooperative planning group to help solve the problem. Also, fortunately, the University had three federally funded programs underway at the time of the initial planning for educational equity. These projects were: The Dean's Mainstreaming Grant; The Project for Co-Equal Education; and the Teacher Corps Project which dealt with training or retraining teachers to work with children from low income families and also had a strong multicultural component. Each

project had personnel who could work as resource personnel in their area of educational equity, and were willing to share their expertise with NUSTEP personnel and students.

The elements appeared to be in place: NUSTEP faculty were ready; public school personnel were to be involved; and resource personnel in each equity area were available and willing. A planning team, with representatives from each group, was formulated in the summer of 1980. Four major outcomes resulted from these planning sessions:

1. Each major equity area (mainstreaming, multiculturalism, sex equity) would prepare a content, activity and resource file for professors to use with their students throughout the phases of the program.
2. Program level outcome performances in each equity area were to be developed and added to the final performance profile required of all graduates. Additionally, performance indicators were to be developed for each equity area and added to the performance indicator documents provided to each student and cooperating teacher. Performance indicators were to be used throughout all program phases.
3. An evaluation design was to be developed in which student input and reactions as well as pre and post attitude and knowledge information was to be collected. Instruments were to be developed and used to measure program activities and outcomes as well as to provide information to the planners for continued program improvement.
4. In addition to providing information for integrating equity

concepts and practices into the on-going program, the importance of educational equity issues and practices was to be highlighted in some way. Phase three (during the ½-day time block), appeared to be a logical time to focus on teacher behaviors in equity areas. During phase three, one week was to be set aside to deal exclusively with educational equity. The planning team would take responsibility for the planning of the week's activities, phasing out as funded projects completed their work, and leaving future equity practices to the NUSTEP faculty.

Equity Week

Equity Week, the name given to this week's activities, has been held each semester since the fall of 1980. The week's activities were designed along the lines of a mini-conference inservice workshop such as may be found in a public school setting. Most of the activities were held in a non-school setting in an attempt to provide a "conference" atmosphere. The objectives for Equity Week were to have preservice teachers 1) become more sensitive to his or her own values and feelings concerning educational equity issues; 2) demonstrate knowledge of the legal responsibilities of teachers in relationship to Title IX, Public Law 94-142, and the Civil Rights Act of 1964, and subsequent legislation and court decisions that affect teachers; 3) become aware of the several roles a teacher must play when incorporating educational equity in their classrooms; and 4) become aware of the materials and resources available regarding educational equity and begin thinking of how to incorporate these resources into daily and unit plans which can then be implemented in the classroom. A

fifth objective, more long-range, asks preservice teachers to incorporate equity principles and knowledge into their teaching behaviors when working with students in their field setting classrooms.

Each day of Equity Week had a special focus. Monday was "awareness" day, and although NUSTEP faculty had preceded the week's activities by providing their students with equity information, the first day's activities included an introduction to stereotyping as might be found in a classroom, followed by an opportunity for students to develop a personal focus in each equity theme area. This was an attempt to have the students identify their own values and feelings concerning sex equity, exceptional children in the classroom, and multiculturalism.

Each of the following three days followed an equity theme: the Tuesday focus was on sex equity, Wednesday covered multicultural aspects of equity, and Thursday dealt with students who were exceptional, gifted and handicapped. Each theme day included the following concepts: the legal implications for including equity in the classroom, the research, practice and status of equity practices in schools, and some specific hands-on skills and activities that teachers could use in their classrooms; e.g. writing an individual educational plan (I.E.P.), or identifying sex bias in textbooks and materials, etc.

It should also be noted that, during Equity Week, students were exposed to and interacted with a wide range of human resources from community and state agencies, the State Department of Education and several teachers and administrators from the Lincoln Public Schools. Ethnic group representation from the Black, Indian and Mexican American communities were involved, as well as gifted and special educators and co-equal personnel from the Univer-

sity and State Department of Education.

The last day, Friday, was earmarked as a "Synthesis and Application" day. A multimedia[1] program which synthesized bias in evaluation of pupils was followed by a panel of classroom teachers who interacted with the students in discussing how equity problems have interfaced with and changed their teaching, both pro and con. The program closed with students meeting with their respective content area professors to discuss and incorporate equity principles into their teaching field experiences. NUSTEP faculty and staff participated in most of the activities during Equity Week and followed up the week's activities by including equity practices when working with their students during the balance of the semester.

Evaluation Procedures and Results

Two evaluation procedures were used in an attempt to determine the effectiveness of the Equity Week program. First, students were asked to respond to an activity and theme evaluation, as well as to make suggestions for improvements. Student scores were averaged for each activity, each theme, and for overall reactions to the week's activities. As several academic disciplines were involved, and we had an equal distribution between the sexes, these sub-groups were used with student scores to determine differences between groups, if any, using analysis of variance procedures.

The overall student ratings were moderately to highly positive for most activities, themes and objectives. No differences were found between groups based on sex, however, music education students were

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[1] Bias in Grading, a presentation prepared by Dr. Charles Ansorge, School of Health, Physical Education and Recreation, UN-L, 1981.

found to be different in their responses at a statistically significant level during the first semester. Examination of the data indicated that these particular students did not feel that equity theme teaching practices were applicable to teachers of music. These findings, along with an item analysis of activities, were used to modify the program offered during the second semester. Second semester results indicated that more activities were rated higher than first semester, and that no differences were noted between disciplines. The music teacher question had apparently been rectified.

The second evaluation procedure utilized was the development of some instruments that would help in determining student knowledge and attitudes concerning equity issues and practices. These data were to be collected from students prior to and after Equity Week, and at the end of the semester. Two instruments were developed, one attempted to measure student attitudes about equity issues, the second dealt with cognitive information retention. Test reliability was checked using SPSS reliability procedures. Results indicated reliability coefficients of .88 for the cognitive test and .79 for the attitude measure. Content validity was checked by resource personnel in each equity theme area.

As this was the first attempt at developing instruments to measure student knowledge and attitudes concerning educational equity, results must be taken tentatively. The knowledge instrument used during the first semester, for example, was more a test of whether a student perceived him/herself to know more after participating in Equity Week activities rather than a test of what they actually knew concerning educational equity before and after. Additionally, as a "matched pairs" procedure for a true pre-post correlation to be computed was not used, a T-test provided the comparison between pre

and post sub-tests and total test scores for levels of significance. As this is not the best method for comparing pre-post scores for similar groups, these data must also be looked at in a tentative way. It was felt, however, that some analysis and interpretation of the available data would help in 1) planning the next Equity Week program, and 2) showing where and how to improve the data gathering and analysis procedures in order to generate more useful information.

First Semester Results

Preservice teachers were given the knowledge and attitude test the week prior to and again the second week after Equity Week. Scores were averaged and compared. Keeping the tentativeness of the procedure in mind, the knowledge test (Table 1) indicated growth in sex equity and mainstreaming with no change in multicultural information.

Insert Table 1 about here

Table 2 provides the results of the attitude test for the first semester. It was hypothesized that there would be no difference in pre-post attitudes after the Equity Week experience, and for the most part, the hypothesis was supported. A difference was indicated, however, in the sex equity area, in terms of a shifting of attitudes.

Insert Table 1 about here

Overall, first semester results indicated some movement in terms of perceived knowledge gain on a short term basis and no change in attitudes. Inter-

preting the results of the evaluation process, along with faculty perceptions and verbal feedback, would indicate that students learned more in the mainstreaming theme area, changed little in multicultural teaching, and changed in the sex equity area. Verbal feedback indicated that students struggled more with sex equity concepts and practices than in other areas, they had not had to deal with these practices as directly as was being suggested in their past experiences.

Second Semester Results

Two changes were made in attempting to gather pre and post knowledge and attitudinal information for the second semester Equity Week program. First, a random sample of students was drawn and pre and post test scores were matched for scoring and analysis. Second, the knowledge test was recast into a true-false, multiple choice format which provided the evaluators with a more functional means of determining knowledge gained.

Pre and post gain scores indicated growth in both mainstreaming and sex equity concepts and practices, with no gain in the multicultural areas. The overall effect appeared to be one of positive knowledge gain.

Insert Table 3 about here

A multivariate analysis of variance was used to determine attitudinal change differences, if any, for the second semester activities. Surprisingly, this analysis indicated significant differences between groups in terms of equity themes. The most substantial difference noted, when comparing theme areas, was the negative attitudes generated in the multicultural theme area when varied with sex equity and mainstreaming. Mean scores indicated that positive

gains were recorded in attitudes about mainstreaming and working with exceptional children, and to a lesser degree, sex equity.

Insert Tables 4, 5 about here

Implications - Educational Equity

Equity Week appears to be a viable vehicle for highlighting equity issues for preservice teachers. It takes a commitment on the part of many people in order for it to work, as well as the kind of program that allows a block of time to be set aside in order to fulfill the program objectives. Long range effects are yet to be measured. It would also appear that the program concerning multiculturalism needs additional attention. The influence of the media and the backgrounds of students also need to be determined in relationship to what the program is attempting to do. Many questions remain unanswered, yet the decision thus far is to continue to use this model in integrating governmental impact in equity issues in teacher training. Delivery modes might change, content might be improved, and personnel will certainly change as the program continues to develop.

Resource personnel from each equity area have served in two major capacities. First, as experts in their field, they have provided new information, materials and resources to the faculty. Secondly, they have served as models for the students to emulate when applying equity practices in the classrooms. It should be noted that the Co-Equal Education Project and the Dean's Mainstreaming Grant program will be phased out this year. NUSTEP faculty and staff will assume the responsibilities for equity week input.

Another positive spin-off resulted from the high level of involvement of public school personnel, both teachers and administrators, on the planning team and involvement with delivery during Equity Week. There is a proposal in the Lincoln Public Schools to have all first year teachers who have not had equity training in their undergraduate program to be given released time to participate in the Equity Week program with the teachers in training. This act speaks highly of both the level of involvement and collaboration in the undergraduate program as well as to the high level of activities that occurred during Equity Week. The concept of Equity Week is also being considered by other departments and divisions who currently train teachers at the University of Nebraska-Lincoln. Governmental impact appears to have had a positive effect on the teacher training program at the University of Nebraska-Lincoln.

Table 1

Pre-Post Test Comparisons

Totals and Themes

First Semester

Equity Week

Preservice Teacher Knowledge

	Pre Test N=94		Post Test N=96		
	X̄	SD	X̄	SD	T
Sex Equity	2.88	0.56	3.21	1.05	-2.72
Multicultural	3.18	0.55	3.29	1.11	-0.88
Mainstream	2.76	0.82	3.44	1.17	-4.57**
Overall	2.96	0.51	3.31	1.06	-2.90*

*p <.01 **p <.001

Table 2

Pre-Post Test Comparisons

Total and Themes

First Semester

Equity Week

Preservice Teacher Attitudes

	Pre Test N=95		Post Test N=87		
	$\bar{X}$	SD	$\bar{X}$	SD	T
Sex Equity	2.68	0.38	2.85	0.54	-2.43*
Multicultural	2.83	0.45	2.88	0.34	-0.91
Mainstream	2.50	0.44	2.37	0.55	1.84
Overall	2.68	0.23	2.70	0.23	0.53

*p <.05

No differences by sex, by type of school attended or by discipline.

Table 3

Pre-Post Test Comparisons - Second Semester

Matched Pairs - Equity Knowledge

	Pre Test		Post Test		
	$\bar{X}$	SD	$\bar{X}$	SD	T
Mainstream	0.77	0.09	0.82	0.10	-2.75**
Multicultural	0.78	0.14	0.78	0.13	-0.10
Sex Equity	0.78	0.16	0.85	0.12	-3.41**
Total	0.77	0.08	0.82	0.08	-3.87**

**p <.01

Table 4

Pre-Post Test Comparisons Matched Pairs

Student Attitudes - Equity - Second Semester

Mean Scores, Standard Deviations

	Pre Test		Post Test	
	$\bar{X}$	SD	$\bar{X}$	SD
Mainstream	3.00	0.47	2.70	0.41
Multicultural	3.72	0.31	3.00	0.21
Sex Equity	3.13	0.45	2.65	0.44
Total	3.25	0.41	2.80	0.36

Table 5

MANOVA - Pre-Post Comparisons

Student Attitudes - Second Semester

Theme	Univariate		Step down	
	F	P	F	P
Mainstreaming	18.71	0.001	18.71	0.001
Sex Equity	33.29	0.001	17.21	0.001
Multicultural	159.95	0.001	58.82	0.001
Multivariate F = 54.96		p <.001	d.F. 3.39	